



ISPROUT Structure & Data Organization

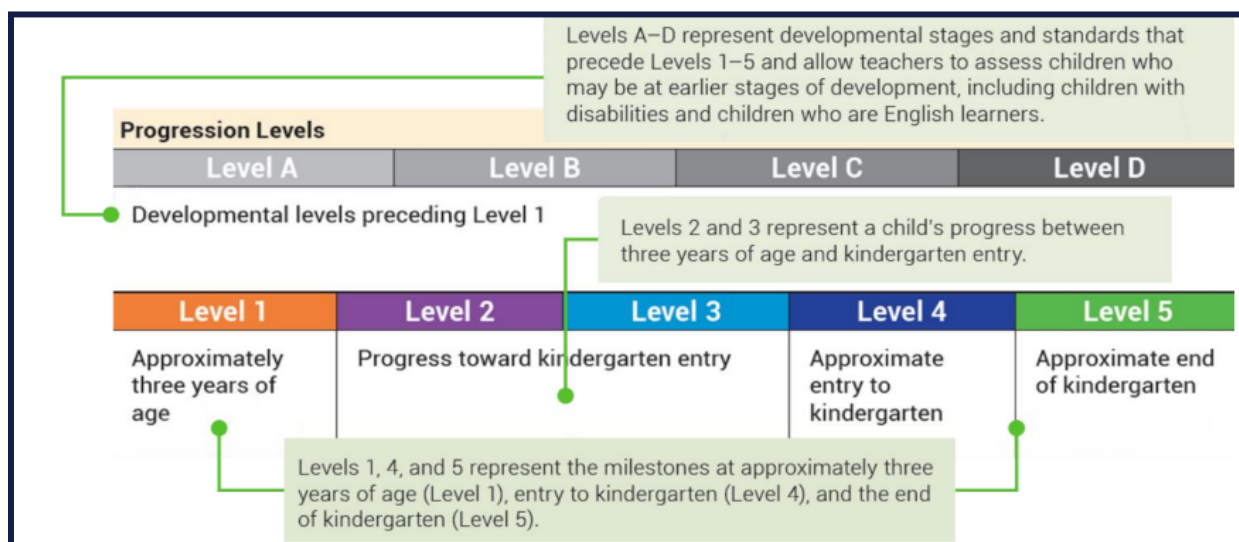
Domains are defined as consistent content areas within the Early Learning Foundations (e.g., Language and Literacy.) Domains are broken into **Strands** which are the subsequent foundations (e.g., a Strand within Language and Literacy is Reading.) Strands are further broken into subcategories of **Learning Progressions** (e.g., a Learning Progression within Reading is Story/Text Comprehension), followed by **Skills, Knowledge, and Behaviors (SKBs)**. SKBs are consistent with *Topics* and are essential concepts and skills that early learners must know and demonstrate under a domain (e.g., an SKB within Story/Text Comprehension is ‘Respond to Questions About Text.’).

SKBs are each aligned to one of the three child outcomes for the U.S. Department of Education’s Office of Special Education Programs:

- Social and Emotional Skills
- Acquisition of Knowledge and Skills
- Use of Appropriate Behaviors to Meet Their Needs



Each SKB contains different levels of performance along a progression of typical development, as shown in the graphic below.



- **Level 1:** Represents milestones at approximately three years of age.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

- **Levels 2 and 3:** Represent the child's progress between three years of age and kindergarten.
- **Level 4:** Represents approximate entry to kindergarten.
- **Level 5:** Represents approximate end of kindergarten.
- **Levels A through D:** Represent developmental stages and standards that come before
- **Levels 1 through 5:** These allow teachers to assess children who may be at earlier stages of development than typical students at age three.

For additional information, see the Indiana Department of Education's (IDOE's) [ISPROUT webpage](#), and contact IDOE's [Office of Student Assessment](#) with additional questions.